

Language Policy

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Distribution	All teachers, parents and students School portal Parent student handbook Faculty handbook		

Language Policy

1. Philosophy and Principles

The ISF recognizes that learners within the school community come from diverse language and cultural backgrounds. All learners deserve equal access to the curriculum and they all have the potential to develop proficiency in communication and literacy in multiple languages. As such, The ISF believes that:

- All teachers are teachers of language. This means that all teachers have a responsibility to help students develop the language skills required for success in our subject areas. All teachers are also responsible for celebrating and valuing the diversity of languages our students bring to our classrooms;
- The provision and development of a bilingual program is fundamental to achieving the school's vision to create 'a community of learners, independent in thought and action, deeply rooted in Chinese culture, global in understanding and experience, and excellent in all endeavors';
- Language immersion provides an ideal learning environment for students at The ISF to learn Chinese and English and thus be contributors to local, national and international communities;
- Communication in a variety of contexts, using varied modes of expression, in more than one language is a necessity for the intercultural awareness expected of life-long learners and global citizens in the 21st century;
- Language acquisition should enhance self-esteem and academic, cognitive, linguistic and social development; not detract from it (additive multilingualism);
- Learning another language should contribute to the respect and understanding of the associated culture(s), without devaluing each student's own culture;
- Providing students with the opportunity to learn in their home languages promotes cognitive, social and emotional development and celebrates the cultural and linguistic diversity within the school community;
- It is important to value the Cantonese language, and with it the Cantonese culture as this is the language of the wider community in Hong Kong; and
- Students should at all times be encouraged to be inclusive in their use of language.

In line with the IB, we also believe:

- Multilingualism is a fact, a right and a resource. The pedagogical approach to language learning should be open and inclusive, affirm each learner’s identity and autonomy, and promote critical thinking;
- When a language is valued, by being recognized in school and society, the child or person who speaks it is also valued (Language and Learning in IB Programmes p.12);
- Language is key in developing a person’s cultural identity and perception of the world. It is also key for critical thinking, self awareness and therefore developing an intercultural understanding of others (Language and Learning in IB Programmes p.3); and
- ‘As schools have a responsibility to ensure that all students reach their full potential, they should provide for the language needs of [students who are studying in a language other than their home language] so that they can participate fully in the programme’ (Language and Learning in IB Programmes p.18).

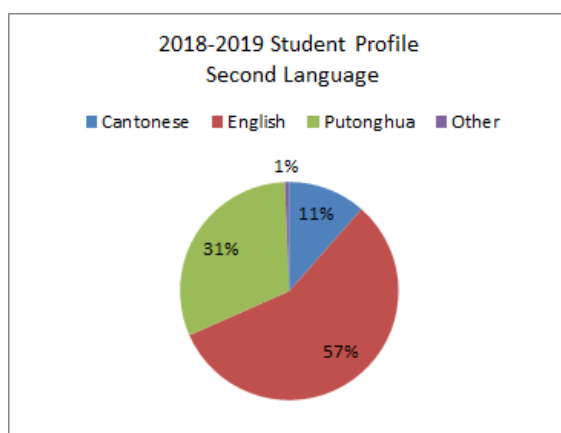
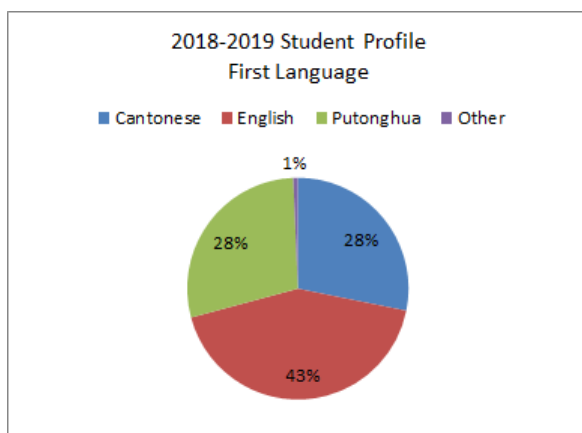
2. The ISF Language Profile

The ISF serves the education needs of the community of Hong Kong.

In the early years of the program (Pre-School Year 1 to Primary Grade 1) The ISF has an open admissions policy for language. However, in order to ensure that students are able to access a curriculum delivered in Putonghua and English, The ISF only accepts students into the secondary school if they have proven language skills in both Chinese and English.

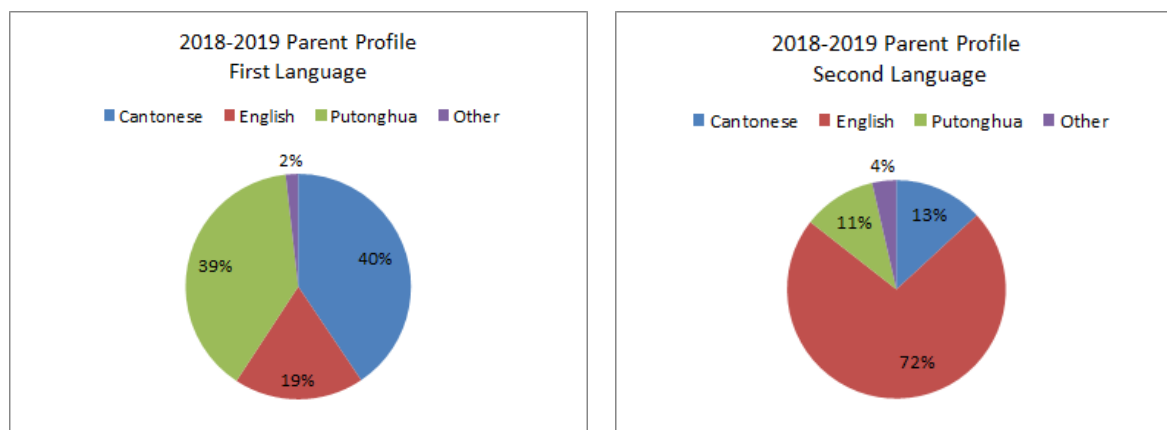
Student Language Profile

Please refer to PowerSchool for details regarding the current academic year.



Parent Language Profile

Please refer to relevant documents for details regarding the current academic year.



3. Languages of Instruction

- The languages of instruction at The ISF are Putonghua and English. This may also include Cantonese in co-curricular activities (CCAs) and Chinese Cultural Centre (CCC).
- Students in the Pre-School, Primary School and Secondary School learn to read and write Chinese using traditional characters which are used in Hong Kong. In the Secondary School they are offered the opportunities to read simplified characters which are used in the wider Chinese communities. Students also learn to type using *Hanyu Pinyin*.
- In the Secondary School, students also have the opportunity to study Latin and Ancient Greek through our *Shuyuan* program. These courses culminate in the DP Latin examinations at the end of Grade 12 or the American Classical Association exams in Ancient Greek at various points in Grade 9 to 12.

Languages of Instruction by Grade

	Grade	Language Emphasis		Curriculum
		Putonghua	English	
Pre-School	Year 1	70%	30%	IEYC Curriculum
	Year 2	70%	30%	
Primary School	Foundation Year	70%	30%	The ISF Primary Curriculum
	Grade 1			
	Grade 2			
	Grade 3	60%	40%	
	Grade 4	50%	50%	
	Grade 5			
Secondary School	Grade 6	30%	70%	Authorized School for International Baccalaureate Middle Years Programme (IB – MYP)
	Grade 7			
	Grade 8			
	Grade 9	20%	80%	
	Grade 10			
	Grade 11	Language ratio subject to individual student's subject selection		Authorized School for International Baccalaureate Diploma Programme (IB – DP)
	Grade 12			

Note: Percentages presented here are approximations

Languages of Instruction by Subject

Grade	Subjects Taught in Putonghua	Subjects Taught in English
Year 1 and 2	All subjects: Language, Early Childhood Mathematics, Nature and Living, Arts and Creativity, Physical Fitness and Health, Self and Society	All subjects: Language, Early Childhood Mathematics, Nature and Living, Arts and Creativity, Physical Fitness and Health, Self and Society
Foundation Year to Grade 2	Chinese Language, Guided Discovery, Dance, Music, Mathematics, Information Technology, Physical Education, <i>Wushu</i> , Moral Education, Homeroom, Chinese Library Lessons	English Language, Mathematics, Art, Homeroom, English Library Lessons
Grade 3 to 5	Chinese Language, Guided Discovery, Mathematics, Physical Education, <i>Wushu</i> , Moral Education, Homeroom, Dance, Music (Grade 3 only), Chinese Library Lessons	English Language, Guided Discovery, Information Technology, Mathematics, Moral Education, Homeroom, Art, Drama, Music (Grade 4 to 5 only), English Library Lessons
Grade 6 to 10	MYP: Chinese Language	MYP: Arts (Visual Art, Music and Drama), English Language, Humanities, Mathematics, Sciences, Technology, Physical and Health Education

	<p>Chinese Humanities, <i>Shuyuan</i></p> <p>Students will also have opportunities to use Chinese in Experiential Learning Program, Tutor and House Time, Chinese Library Lessons</p>	<p>Information Technology, <i>Shuyuan</i>, Personal Development Learning, Experiential Learning Program, Gifted and Talented Program University and Career Guidance, Tutor and House Time, English Library Lessons</p>
Grade 11 and 12	<p>DP: Chinese Language, Bilingual Theory of Knowledge</p>	<p>DP: English Language, Mathematics, Individuals and Societies (Business Management, Economics, Geography, History, Psychology), Sciences (Biology, Chemistry, Physics, Design Technology), Arts (Music, Drama, Visual Art) Design Technology, Theory of Knowledge</p>
	<p>Students will also have opportunities to use Chinese in Experiential Learning Program, University and Career Guidance, Tutor and House Time</p>	<p>University and Career Guidance, Tutor and House Time, Physical Education</p>

Language Phasing in the MYP

In the MYP, The ISF offers English and Mandarin Chinese (Putonghua) at both Language and Literature and Language Acquisition level. Language Acquisition is offered at Phase 4 and 5 in English and Phase 2 to 5 in Chinese.

In recognition of the fact that students progress into Secondary School from the immersive bilingual Primary program, we do not offer Phase 1 in Chinese or Phase 1 to 3 in English.

Phase 6 is not offered because students transition into the Language and Literature course once they have attained this level of ability. Grade 10 Language Acquisition students complete the Proficient Level ePortfolio if they are in Phase 5, and the Capable Level ePortfolio if they are in Phase 4.

English

Grade/Phase	3	4	5
6		✓	✓
7		✓	✓
8		✓	✓
9		✓	✓
10			✓

Chinese (offered in Putonghua, using traditional Chinese characters)

Grade / Phase	2	3	4	5
6	✓	✓	✓	✓
7	✓	✓	✓	✓
8		✓	✓	✓
9			✓	✓
10			✓	✓

Note: Where students are stronger in simplified Chinese, they may complete their on screen test, ePortfolio, Personal Project or DP Chinese examinations in simplified characters.

Language Levels in the DP

The ISF offers Literature and Language and Literature courses in both English and Chinese at the Diploma level.

In line with our immersive approach to language acquisition and our vision to offer a bilingual education, we offer the Chinese and English Language B courses at Higher Level only.

4. Support for Home Language and Culture

The ISF admits students with a range of language competencies including students who may be considered mono/bi/tri-lingual. As such students' home backgrounds may include the use of one or two home languages which may not be the languages of classroom instruction. In order to support, value, and celebrate all home languages represented within its student community, The ISF undertakes the following practices:

- Encouraging students to use their home language to explore and explain concepts to one another as an aid to understanding vocabulary and concepts delivered in the languages of instruction;
- Encouraging mother tongue maintenance through social interactions beyond the classroom where these remain inclusive;
- Encouraging home language maintenance through Chinese Cultural Centre (CCC) activities;
- Involving parent representatives to publicize the home language/culture resources available in Hong Kong;
- Provision of parent support workshops to give advice on language acquisition, additive bilingualism and home language maintenance; and
- Provision of library resources in and about the home language represented in the school community.

In addition, further strategies are employed where relevant at different stages:

4.1 Pre-School

- Parents are invited to class to share their culture with the students.
- There are teaching and non-teaching staff throughout the Pre-School who are fluent or understand Cantonese. Students may communicate their feelings and needs in either Cantonese, English or Putonghua, and be catered to.

4.2 Primary School

- Teachers of English are encouraged to use mentor texts and leveled texts that relate to Chinese culture.
- Non-teaching staff (nurses, secretaries and counsellors) use Cantonese with those students whose home language aligns when communicating.

4.3 Secondary School

- Texts translated from a range of world languages are studied in each year of the English and Chinese curriculum.
- In line with our bilingual focus, teachers of English are encouraged to study texts written in Chinese or set in China, while teachers of Chinese are encouraged to study texts written or set in English speaking countries.
- Teachers across all subjects are encouraged to provide opportunities for students to study their 'home country' as a source of examples, case studies, global issues and perspectives.
- Offering support for students who wish to study their home language as a 'School Supported Self-Taught' course in the Diploma when that language is studied as a third language option in addition to English and Chinese.
- Encouraging students to consider 'home country' destinations as part of the university applications process.

5. Strategies to Support Teachers as Teachers of Language and Culture

In order to ensure that our teachers are well-placed to act as teachers of both language and culture, The ISF strives to employ teachers who are highly competent in either/both of The ISF's languages of instruction. In addition, The ISF undertakes the following practices:

- Providing recognised IB and other training for teachers to ensure that they are well-versed in current educational theory and practice with regards to language learning;
- Using our induction program to introduce new staff to key aspects of Hong Kong and Chinese culture;
- Providing free classes to support the learning of Chinese Language through the Chinese Cultural Centre; and
- Allocating Professional Development (PD) budget for teachers who wish to further their studies of Chinese or English.

6. Strategies to Support Students not Proficient in the Language of Instruction

In line with the IB, The ISF believes that all teachers are teachers of language. Teachers throughout the school therefore use a range of strategies to support the language development of students in their subjects, including:

- scaffolding (through the use of visual aids, graphic organizers, demonstrations, dramatization, small group tutorials and adapted teacher language);
- defining, explaining and analysing key terminology;
- emphasising the importance of effective communication; and
- using home language discussion in small groups as needed in the learning process.

Students learning in a language other than their home language may take some time to attain academic language proficiency. To support students who have specific language learning needs The ISF undertakes the following:

- Provision of a dedicated Learning Support Team (LST) who work with teachers to identify students with learning needs and develop individual education plans to address those needs (please refer to the SEN policy for further details);
- Hosting seminars for parent and teachers on language development and instruction in a 'bilingual immersion school';
- Provision of trilingual translation where necessary during presentations, school tours and parent-student-teacher interviews; and
- Provision of health care, personal counseling and social work services in Cantonese where necessary.

In addition, further strategies are employed where relevant at different stages:

6.1 Pre-School

- Both English and Putonghua audio books are provided to support students from non-English or non-Putonghua speaking families.
- Teachers may differentiate their verbal instructions and expectations to cater to the needs of individual students.
- Teachers support students' comprehension by providing non-verbal cues and demonstration of tasks.

6.2 Primary School

As all learning is a developmental process, The ISF's language practices are differentiated to accommodate the diverse range of language skills. Students are assessed at regular intervals and their achievement is recorded and tracked. This data helps teachers put in place appropriate learning strategies. Students are provided:

- explicit instruction on reading for meaning, fluency and accuracy;
- explicit teaching of reading strategies;
- writing as a process, and
- appreciation of the richness of literature.

6.3 Secondary School

- Providing a range of language levels and phasings in both the MYP and DP so that teachers can pitch instructional support at the appropriate level.
- Encouraging students to use their home language in process journals in the Arts to support the initial development of ideas.

7. Learning of the Host Country Language and Culture

As a bilingual, bicultural school, many activities at The ISF are rooted in learning about and celebrating the language and culture of China and Hong Kong and its place in the wider Chinese community.

The ISF seeks to provide opportunities for students, parents and teachers to engage with local culture through the Chinese Cultural Centre (CCC) team, who work with local experts, historians and artists to organise events that celebrate aspects of Hong Kong and Chinese culture, including:

- offering enrichment classes in learning Putonghua, Cantonese, English, calligraphy and tai chi;
- organising exhibitions and speakers on aspects of Hong Kong's history, culture, environment, politics and art scene;
- hosting a book and film discussion club; and
- organising cultural activities, such as participation in the dragon boat race, dragon dances and hiking.

The ISF seeks to further enhance understanding of the Hong Kong language and culture in the following ways:

- Conducting field trips in Hong Kong, with presentations generally given in English, Putonghua or Cantonese;
- Providing local newspapers and magazines in the Secondary Library and classrooms (by request); and
- Participating in local music, speech, mathematics and athletic competitions organized and delivered in Cantonese and/or English.

In addition, further strategies are employed where relevant at different stages:

7.1 Pre-School

- Students at the Pre-School are exposed to the language spoken in the local community (Cantonese) through interacting with Cantonese-speaking administrative staff.
- Students and families are given the opportunities to participate in local charity or community service programs.

7.2 Primary School

- Students in Grade 1 to 5 can take Cantonese language courses through the CCA program where they learn language to use in the wider society of Hong Kong.

7.3 Secondary School

- Students in Grade 5 to 10 can take the *Shuyuan* Chinese Classics course where they can study texts from classical Chinese literature.
- In Grade 9 and 10 students may elect to take a course in *Shuyuan* Global Politics. Students study political issues in both Chinese and English through the lens of Western and Chinese culture and politics.
- The ISF offers a bilingual Theory of Knowledge (TOK) programme at the Diploma level where students study an integrated course in both English and Chinese. This provides students with a unique opportunity to explore both Western and Chinese languages and cultures and understand how different socio-linguistic perspectives may have an impact on knowledge.

8. Roles and Responsibilities

Head of School

- Provides leadership to support implementation of the Language Policy;
- Ensures that resources are made available to implement the Language Policy, including, but not limited to, the educational budget, recruiting, and professional development;
- Ensures that the Language Policy is subject to a review cycle; and
- Reports significant revisions in the school's Language Policy to the School Management Committee (SMC) and The ISF Foundation Board.

School Principals / Deputy Principals

- Promote the school's Language Policy to the school community;
- Ensure that the Language Policy is being implemented by all teachers within their divisions;
- Propose revisions to the Language Policy based on feedback from Faculty Subject Heads, Coordinators, Grade Level Leaders, and their own observations;
- Support the provision of adequate resources for implementation of the Language Policy;
- Track trends in language achievement for the student body using annual results in IB internal or external assessment;
- Track trends in language achievement for the student body using bi-annual tests and standardized assessment of reading, writing, and usage; and
- Report trends in language achievement to the Head of School and Senior Management Team (SMT).

Head of Communications and Community

- Ensures that literature published by the school reflects the Language Policy; and
- Ensures that the Language Policy is implemented when students meet prospective parents and guests.

The Director of Chinese Language and Culture

- Ensures the Language Policy supports the promotion of Chinese culture school-wide;
- Ensures the Language Policy supports the implementation of the Chinese curriculum school-wide; and
- Proposes changes to the Language Policy based on the feedback from teaching staff relating to the enhancement of Chinese language and culture.

Directors of Curriculum

- Ensure that The ISF's Language Policy supports IB philosophy and IB Language Policy;
- Keep all teachers informed of IB standards and practices in relation to language teaching and learning;
- Coordinate professional development training in teaching classroom strategies for language acquisition for all teachers;
- Ensure continuity and progression in the teaching of language as students' transition into and out of the MYP and into the DP;
- Maintains the integrity of the Language Policy throughout the curriculum;
- Proposes acquisition of curricular resources for The ISF's bilingual program;
- Proposes acquisition of support resources for home languages in the student community; and
- Proposes revisions to the Language Policy based on feedback from teachers, students, parents and his/her own observations.

Faculty Heads / Subject Heads

- Keep all teachers informed of current research and best practices in relation to language teaching and learning;
- Liaise with the Librarians to ensure that classroom and library language resources are appropriate and sufficient;
- Provide professional development workshops to model best practice in language development;

- Report to the Curriculum Leadership Team (CLT) regarding any large scale investment in language resources;
- Organize annual language assessment using tests of reading comprehension, writing, and usage;
- Organize annual language assessment using standardized tests of reading, writing, and usage (e.g. ACER-ISA, HAST, ALIS, PSAT, ACT); and
- Report to the appropriate School Principal regarding bi-annual assessment results and standardized test results.

Teachers

- Work with the Faculty Heads / Subject Heads to determine the resources required to implement the Language Policy effectively;
- Liaise with the Librarians to ensure that classroom and library language resources are appropriate and sufficient;
- Work with the Faculty Heads / Subject Heads to assess students' language ability using a variety of methods (including, when appropriate, methods supporting assessment of MYP Language A or B criteria); and
- Provide meaningful and timely feedback regarding language acquisition to students and their parents, other teachers and administrators.

Librarians

- Provide students with access to books, newspapers, magazines and periodicals in Chinese and English;
- Provide access to on-line resources in Chinese and English;
- Provide support to students in their development of information literacy skills;
- Provide professional development for teachers in the use of library resources and instruction regarding information literacy (including research skills);
- Assist teachers in identifying suitable resources for classroom delivery of the curriculum; and
- Support home language maintenance with suitable resources.

Parent and Student Communities

- Work with teachers and administrators to model and encourage the effective use of language in all aspects of school life;
- Work with the librarians and teachers to encourage the use of library and classroom resources; and
- Recognize their key role in the successful implementation of the Language Policy and support school initiatives for language development.

9. Indicators of Success

Students at The ISF should be comfortable using multiple languages and be able to do translanguaging readily as the occasion demands.

Students at The ISF should use their language inclusively and make conscious efforts to communicate in a way that encourages participation and access for all.

Students at The ISF should feel that their home languages and cultures are valued and have an important role to play in enhancing learning.

As a measure of our commitment to a bilingual-bicultural education, The ISF aims for 80% of students to graduate with a Bilingual IB Diploma. These students should have developed the academic language required to enter both Chinese and English speaking universities and be successful at the highest levels.

10. Links to Other Documents

Admissions Policy

This policy supports the Language Policy through identification of student language needs. For details of policy and procedures, please refer to the relevant documents.

Assessment Policy

This policy supports the Language Policy through assessment and evaluation of student learning and reflection on student needs. For details of policy and procedures, please refer to the relevant documents.

Academic Honesty Policy

This policy supports the Language Policy through assessment and evaluation of student learning and reflection on student needs. For details of policy and procedures, please refer to the relevant documents.

Academic Progress Policy

This policy supports the Language Policy through assessment and evaluation of student learning and reflection on student needs. For details of policy and procedures, please refer to the relevant documents.

Inclusion (SEN) Policy

This policy supports the Language Policy through identification of student language needs and appropriate communication. For details of policy and procedures, please refer to the relevant documents.

11. Review Process

In support of the school’s Vision and Mission, The ISF Academy is committed to regular review of its policies. Accordingly, this policy shall be reviewed on an annual basis.

All school policies undergo a major review once every five years as indicated by the policy review cycle. Otherwise, all policies to be updated as necessary.

	Inclusion (SEN) Policy	Assessment Policy	Academic Honesty Policy	Language Policy	Academic Progression Policy
2020-21		✓			
2021-22			✓		
2022-23				✓	
2023-24					✓
2024-25	✓				

As part of this cycle a policy revision team comprised of teacher, student and parent volunteers are selected at the beginning of each academic year. This team review and revise the policy necessary seeking input from the wider community. Towards the end of the year, the finalized policy is approved by CLT and the SMC and translated so it is available in both languages.

Last Reviewed: August 26, 2019

Approved: September 24, 2019

12. Bibliography

- *IBO Guidelines for Developing a School Language Policy (April 2008)*
- *IBO Middle Years Programme Second-language Acquisition and Mother-tongue Development – A guide for schools (January 2004)*
- *IBO Learning in a language other than mother tongue in IB programmes (April 2008)*
- *IBO MYP: From principles into practice (August 2008)*
- *IBO MYP Language Acquisition Guide (from January 2014 or September 2015). IBO, 2014.*
- *IBO MYP Language and Literature Guide (from January 2014 or September 2015). IBO, 2017.*
- *IBO The Diploma Programme: From principles into practice (April 2009)*
- *IBO Language and learning in IB programmes (September 2011/August 2012)*
- *IBO Guidelines for school self-reflection on its language policy (2012)*
- Anita Y.K. Poon – Language Policy of Hong Kong: Its impact on language education and language use in post-handover Hong Kong (Journal of Taiwan Normal University, Humanities & Social Sciences, 2004, 49(1), 53-74)
- Antoinette Camilleri Grima - Developing A Whole School Language Policy, ECML Workshop 8/2005, Whole School Language Profiles & Policies
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- Bilinguals outperform monolinguals on metalinguistic Awareness (Bialystok, 1997, 2001)
- Dr. Margarita Calderon, A Framework for Improving Achievement in the Content Areas Grades 6-12 , Crown Press
- Dr. Margarita Calderon, Teaching Reading and Comprehension to English learners , K-5 , Solution Tree Press
- Gail Schaeffer Fu - Bilingual Education in Hong Kong: A Historical Perspective
- Kenji Hakuta, Stanford University Keynote Address 2011, Language and Discussions
- Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.
- Krashen, Stephen D. Second Language Acquisition and Second Language Learning. Prentice-Hall International, 1988.
- Short, Deborah, and Shannon Fitzimmons. 2007. Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. Washington, DC: Alliance for Excellent Education.

Referenced: School Language Policies:

- Miras International School, Astana, Kazakhstan (2006)
- Victoria Shanghai Academy, Hong Kong (2006)
- Western Academy of Beijing, P.R. China (2007)
- Chinese International School, Hong Kong (2008)

Appendix 1. ISF Language Conventions

- The ISF uses traditional Chinese characters in school publications.
- The ISF uses American spelling protocols in school publications.
- The ISF uses Modern Language Association (MLA) formatting for citation.

Appendix 2. MYP and DP Language Placement

Philosophy and Principles

The ISF recognizes the need to provide programs of study that ensure the sustained development of language and literacy for all students.

As such, students at The ISF are placed in the MYP or DP language courses that best suits their ability level and which will provide the appropriate degree of academic challenge required in order for them to learn. Students should feel appropriately challenged but not overwhelmed.

In this regard, it is important that parents, students and teachers work in cooperation to set reasonable expectations and achievable goals.

Considerations for Language Placement in the MYP

The following are key considerations for deciding how to place students in the appropriate language phase for Grade 6:

- Guidance from the MYP Language Acquisition, and Language and Literature subject guides (see below) which outline the skill levels and competencies required at each language phase;
- Grade 5 class performance and portfolio, as well as teachers' recommendations based on reported grades and student performance; and
- Standardized and/or internal writing and reading comprehension assessments, to be marked by Grade 5 teachers and/or Heads of Subject (Chinese/English), as well as members of the Chinese and English faculty.

Language grouping within The ISF is subject to review and reassignment based on student progress and their increasing proficiency in the languages of instruction.

Support for Students Studying Two Language Acquisition Courses at MYP

In cases where a student enters the MYP studying both Chinese and English at Language Acquisition level, the student's language teachers, Grade Level leaders and the Learning Support Team will work together with the student and their family to construct an action plan to help the student work towards being able to study at Language and Literature level in at least one language by the end of Grade 10.

IB Guidance on Language Placement in the MYP

Guidance on how to place students in the appropriate MYP language phase can be found on pages 11-15 and 24-35 of the Language Acquisition Subject Guide for the MYP:

Emergent communicator		Capable communicator			Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.	

Table 3
MYP language acquisition global proficiency table

Language Placement in the Diploma Programme

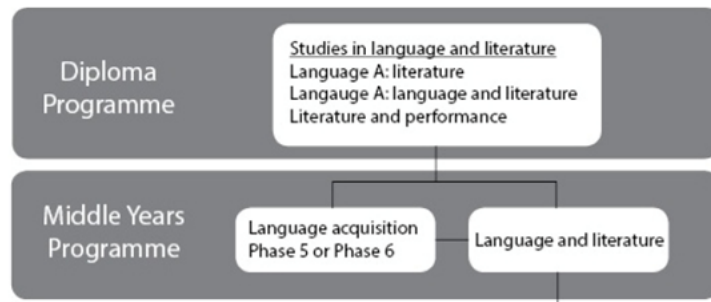
When placing Grade 10 students in appropriate language courses for the Diploma Programme, The ISF acts in accordance with IB guidance which makes it clear that:

- Students who are currently taking a Language and Literature course at MYP level must go on to study that language at Language and Literature (Group 1 / Language A) level in the Diploma;
- Students in Phase 6 of an MYP Language Acquisition course are expected to study that language at Language and Literature level in the Diploma;
- Students in Phase 5 can choose between taking either a DP Language and Literature or DP Language Acquisition (Group 2 / Language B) course;
- Students at the top end of the Phase 5 language continuum are encouraged to study a Language and Literature course at Diploma level but they should make this decision in careful consultation with their teacher; and
- In all cases, it is preferable for students who are planning to study a Language and Literature course at Diploma level to have had exposure to at least one semester of the MYP Language and Literature course before they commence Grade 11.

This guidance is summarized in the following table and diagram:

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

(MYP Language Acquisition Guide for use from September 2014 or January 2015, p.6)



(MYP Language and Literature Guide for use from September 2014 or January 2015, p.5)

The final decision on any exceptions to this guidance rests with the Secondary Leadership Team who will work in conjunction with the English and Chinese language teachers to determine which language course presents the most appropriate degree of challenge for each student.